



APPENDIX B

Assessment, Tools and Templates

The EFF Purposes of Assessment Chart and Background on its Development

EFF Performance Template

Teaching and Learning with EFF Standards

EFF Task Template

Worksheet: Developing a Well-Structured Performance Task

Student Documentation Form

Teacher Observation Form

EFF Purposes of Assessment

| What do we want to learn from assessment? | Why assess before instruction? | Why assess during instruction? | Why assess after instruction? | Uses of assessment results beyond instructional setting | "Next Step" uses of Assessment Results |
|--|--|---|--|--|---|
| Individual Achievement: <i>What an individual learner knows and is able to do in order to meet self-identified purposes in roles of family member, worker and citizen.</i> | <ul style="list-style-type: none"> • placement • baseline information for learner-centered curriculum planning | <ul style="list-style-type: none"> • measure short-term skill development and goal achievement • on-going goal-setting and curriculum planning • diagnosing problems • identifying and addressing obstacles | <ul style="list-style-type: none"> • measure end of cycle skills development and goals achievement | <ul style="list-style-type: none"> • teacher reports to learners, families, communities • learner self-assessment • guidance in future educational planning | <ul style="list-style-type: none"> • on-going learner-centered goal setting and curriculum planning |
| Individual Mastery and Credentialing: <i>How much the learner knows and how well the learner is able to perform against broad and broadly accepted criteria for "what matters" to adults according to their purposes in their roles.</i> | <ul style="list-style-type: none"> • placement • credentialing current knowledge and skills | <ul style="list-style-type: none"> • measure progress toward attainment according to criteria for "what matters" • credentialing current knowledge and skills | <ul style="list-style-type: none"> • promotion • credentialing current knowledge and skills | <ul style="list-style-type: none"> • diploma or equivalent certificate • credential • license | <ul style="list-style-type: none"> • selection • admission • licensing • employment |
| Program Improvement and Accountability: <i>How well an educational program assists learners as groups to meet their purposes for adult basic and literacy education in their roles.</i> | <ul style="list-style-type: none"> • summary of baseline information for learner-centered continuous quality improvement purposes | <ul style="list-style-type: none"> • internal monitoring of program planning, curriculum development, recruitment and retention processes to meet learner goals and needs | <ul style="list-style-type: none"> • summary of post-instruction achievements and status related to learner goals and needs | <ul style="list-style-type: none"> • develop protocols for program self-assessment and continuous improvement • accountability reports | <ul style="list-style-type: none"> • continuous program improvement • policy development |
| System Improvement and Accountability: <i>How well an educational system assists learners as groups to meet their purposes for adult basic and literacy education in their roles.</i> | <ul style="list-style-type: none"> • summary of baseline information for research and evaluation purposes | <ul style="list-style-type: none"> • evaluation of program planning, curriculum development, recruitment and retention processes | <ul style="list-style-type: none"> • system accountability reporting (state and federal) | <ul style="list-style-type: none"> • develop protocols for research and evaluation • accountability reports | <ul style="list-style-type: none"> • determining whether the system is still focused on the right results • evaluating effectiveness of instructional programs • policy development • "temperature-taking" (state, national, and international descriptions of current performance) |

Background on the Development of the EFF Purposes of Assessment Chart

Early in the work of developing the EFF Assessment Framework, we identified three primary purposes for assessment that the Framework needs to address:

1. to provide information on learner progress that is useful during the instructional process;
2. to provide information about learner achievements to stakeholders in the adult education system;
3. and to provide information that is useful for program and system accountability

Drawing on the recommendations of the expert review panels for the EFF Content Standards (held in January, 1999) during which panelists discussed possible assessments for the standards, we created a draft “EFF Purposes of Assessment” matrix by asking, and proposing answers to the broad framing questions:

- Who needs the results of assessment of adult learners?
- Why and for what purposes do they need those results?
- When/at what points in the learning process do they need those results?

The structure of this matrix was informed by *Linking Educational Assessments: Concepts, Issues, Methods and Prospects* by Robert Mislevy (ETS, 1992) and was based on an EFF-friendly adaptation of a chart that appears in that publication (*Table 1: Description of Assessment Purposes*) which itself was adapted from Millman and Greene’s Table 8.1 (1989).

For example, in developing the vertical categories of “who and why/for what purpose,” Mislevy’s *type of inference desired* became our “what do we want to learn from assessment?” *Description of individual examinees’ attainments* became our “what an individual learner knows/is able to do to meet self-identified purposes in roles of family member/worker/citizen.”

Mislevy’s *mastery decision* was changed to “Individual Mastery/Credentialing: how much the learner knows/how well the learner is able to perform against broad and broadly accepted criteria for ‘what matters’ to adults according to their purposes in their roles” and the category *description of performance for a group or system* became 2 categories of “what we want to learn and why: 1) ‘Program Improvement/Accountability’ and 2) ‘System Improvement/Accountability.’”

To address the horizontal categories of “when/at what points” we used Mislevy’s *Curricular Domain* (before/during/after instruction); his *Cognitive Domain and Future Performance in Criterion Setting* became our “Uses of assessment results beyond instructional setting” and “Next-Step uses of assessment results.”

We then filled in the matrix based on our collective knowledge and experience. During the April 1999 meeting of field sites, participants reviewed the matrix raised issues and concerns, and offered suggestions for further work. Later a smaller Assessment Workgroup spent a full day working with the matrix in order to identify currently used and/or available assessment instruments and strategies that might align with the various purposes (and be useful before, during and/or after instruction); suggest other/alternative/new/needed assessment tools to meet the requirements of the EFF Standards for the variety of purposes; and provide further guidance on the structure/content/overall usefulness of the draft purposes matrix.

Template: Documenting Adult Learner Performance Against EFF Standards

| | |
|---------------|----------------------------|
| EFF Standard: | Components of Performance: |
|---------------|----------------------------|

| Dimensions | 0-5 | 6-10 | 11-15 | 16-20 | 21-30 | 31-40 |
|--|-----|---|-------|--|--|--|
| KNOWLEDGE BASE: What do learners know? 1. What vocabulary do learners have related to the skill? Related to the subject area? | | Simple vocabulary | | Simple vocabulary with some multi-syllabic words | Growing vocabulary with a good store of multisyllabic, non-technical words | Moderate store of vocabulary, some new and technical |
| 2. What content knowledge do learners have related to the skill? Related to the subject area? | | Minimal familiarity with content-related facts, operations, concepts, rules, protocols and/or practices | | Familiarity with a small store of content-related facts, operations, concepts, rules, protocols and/or practices | Familiarity with a good enough store of facts, operations, concepts, rules, protocols and/or practices to carry out the task | Familiarity with a good enough store of facts, operations, concepts, rules, protocols and/or practices to carry out the task |

| Dimensions | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 |
|--|--|--|--|--|--|--|
| KNOWLEDGE BASE: What do learners know? 1. What vocabulary do learners have related to the skill? Related to the subject area? | Moderate store of vocabulary, some new and technical | Good store of vocabulary, including some new and technical | Good store of vocabulary, including some new and technical | Large store of vocabulary including new and technical | Extensive vocabulary that includes technical and infrequently used terms | Extensive vocabulary that includes technical and infrequently used terms |
| 2. What content knowledge do learners have related to the skill? Related to the subject area? | Familiarity with a good enough store of facts, operations, concepts, rules, protocols and/or practices to carry out the task | Familiarity with a range of facts, operations, concepts, rules, protocols and/or practices to meet the demands of the task | Familiarity with a range of facts, operations, concepts, rules, protocols and/or practices to meet the demands of the task | Familiarity with a range of facts, operations, concepts, rules, protocols and/or practices to meet the demands of the task | Extensive, advanced and complex content knowledge useful for multiple purposes | Extensive, advanced and complex content knowledge useful for multiple purposes |

Documenting Adult Learner Performance Against EFF Standards

| Dimensions | 0-5 | 6-10 | 11-15 | 16-20 | 21-30 | 31-40 |
|--|-----|---|-------|---|---|---|
| KNOWLEDGE BASE: 3. What strategies do learners have for organizing and applying content knowledge? • can learners recognize relationships or connections? • can learners create new relationships or connections? | | Extremely concrete activation of prior learning; only a small number of strategies, limited to simple recall of information | | Concrete activation of prior learning; a small number of strategies, including restatement, paraphrase, some explanation; can use some examples | Initial "pattern recognition," i.e., beginning "chunking" and elaborating of information; some early abstraction in activation of prior learning; some strategies: explanation, summary, paraphrase, restatement, use of examples | Pattern recognition, i.e., "chunking" and elaboration of information; activation of prior learning more abstract and complex; some strategies, mostly simple, some "higher-order"; ability to classify and categorize information; some recognition of cause and effect relationships; explanation, interpretation, translation, some generalization, inference, prediction |
| • can learners identify information that is important to the task/problem? | | Little conscious ability to identify important information | | Limited ability to identify important information | Some conscious ability to identify information that is relevant to a clearly-defined purpose | Ability to recognize and restate important information for application to a clearly defined purpose |
| • can learners understand when information or concepts apply? | | Minimal understanding of when to apply information | | Limited understanding of when to apply information | Some understanding of when to apply information | Good understanding of when to apply information |

Documenting Adult Learner Performance Against EFF Standards

| Dimensions | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 |
|--|---|---|---|--|---|---|
| KNOWLEDGE BASE: 3. What strategies do learners have for organizing and applying content knowledge? • can learners recognize relationships or connections? • can learners create new relationships or connections? | Pattern recognition, i.e., "chunking" and elaboration of information; ability to activate prior learning in abstract and complex ways, integrating and applying some new concepts; range of simple, and a few "higher order" strategies; identification of cause and effect relationships; some generalization, inference, prediction | Pattern recognition, i.e., "chunking" and elaboration of information; activation of prior knowledge and integration of new rules/principles/etc. to solve some problems; multiple strategies, some simple and some "higher order"; identification of cause and effect relationships; some generalization, inference, prediction | Beginning of pattern creation, i.e., "restructuring" into new meanings based on complex integration of prior learning and new information; multiple strategies; comparison/contrast, analogies, relationships between concepts and related details; inference, prediction | Some pattern creation, i.e., "restructuring" into new meanings based on complex integration of prior learning and new information; multiple strategies allowing understanding of both content and form (organizational structure/relationship of parts to each other). Analysis, generalization, inference, prediction, abstraction. | A range of complex, embedded strategies for integrating prior learning with new information; ability to restructure content knowledge in new ways to yield new meanings and new systems of understanding. Bias recognition, criticism, conclusion, justification. | A broad range and variety of complex, embedded strategies for integrating prior learning with new information; creation of new, multiple patterns of meaning and new organizational structures; proposing/developing alternate systems of knowledge and understanding; consultation with multiple, alternative sources of information |
| • can learners identify information that is important to the task/problem? | Ability to identify important information for application | Ability to identify new information and to self-monitor comprehension | Ability to identify relevance of information for multiple purposes | Ability to identify relevance of information for multiple purposes | Conscious identification of important/relevant information for multiple purposes in a variety of contexts | Consistently "conditioned" knowledge; elimination of incorrect/irrelevant information; strategic adaptation or "tuning" of skill processes for particular uses |
| • can learners understand when information or concepts apply? | Good understanding of when to apply information | Strong understanding of when to apply information | Broad understanding of when to apply information | Broad understanding of when/under what conditions to apply information; ability to choose best option among several possibilities | Broad understanding of when/under what conditions to apply information; ability to choose best option among several possibilities | Broad understanding of when/under what conditions to apply information; ability to choose best option among several possibilities |

Documenting Adult Learner Performance Against EFF Standards

| Dimensions | 0-5 | 6-10 | 11-15 | 16-20 | 21-30 | 31-40 |
|--|-----|--|-------|--|---|--|
| PERFORMANCE: How well can learners perform: 1. How fluently can learners perform? • How much effort is required? | | Performs slowly, with difficulty, requiring great effort | | Performs slowly, with difficulty, requiring great effort | Performs slowly, with noticeable effort (or inappropriately quickly, with insufficient attention) | Performs with some hesitation but with more appropriate speed and more comfort |
| • How consistently do learners start and finish, getting to the desired outcome? | | Makes a lot of errors, produces little and has a hard time finishing | | Makes a lot of errors, produces little and has a hard time finishing | Work is completed with considerable errors | Work is completed with some errors |
| • How well are barriers controlled or overcome? | | Is easily diverted/defeated by barriers | | Is easily diverted/defeated by barriers | Can identify some barriers but has a hard time controlling/overcoming them | Can identify barriers and possible options for controlling or overcoming them; can pursue some options |
| 2. How independently can the learners perform? • How much help is needed from others? | | Needs substantial help from others | | Needs substantial help from others | Needs substantial help from others | Needs some help from others |
| • How much initiative is shown in getting started? | | Needs to be "pushed" to get started | | Needs to be "pushed" to get started | Needs considerable prompting | Needs some prompting |

Documenting Adult Learner Performance Against EFF Standards

| Dimensions | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 |
|--|--|--|--|--|--|--|
| PERFORMANCE: How well can learners perform: 1. How fluently can learners perform? • How much effort is required? | Performs at a pace sufficient to finish, with growing comfort | Performs with ease; pace may be measured for thoroughness | Performs with ease; pace may be measured | Performs with ease and speed | Performs effortlessly, smoothly in well-organized steps, quickly | Performs effortlessly, quickly and automatically |
| • How consistently do learners start and finish, getting to the desired outcome? | Work is completed with some errors | Work is completed with few errors | Work is completed with few errors | Work is completed with few errors | Work is consistent, fully completed and almost error-free | Work is consistent, fully completed and almost error-free |
| • How well are barriers controlled or overcome? | Can strategize about how to address barriers and pursue options to control/overcome them | Can strategize about how to address barriers and pursue options to control/overcome them | Can strategize about how to address barriers and pursue options to control/overcome them | Controls/overcomes most barriers | Regularly addresses/overcomes barriers as they arise | Regularly engages in complex processes and address/overcomes any barriers that arise from them |
| 2. How independently can the learners perform? • How much help is needed from others? | Needs some help from others | May need some help from others | May need some help from others | Rarely needs help from others | Needs no help from others | Needs no help from others |
| • How much initiative is shown in getting started? | Gets started without prompting | Gets started without prompting | Gets started without prompting | Gets started without prompting; may initiate new learning activities | Gets started and initiates activities without prompting | Initiates activities and creates new learning activities |

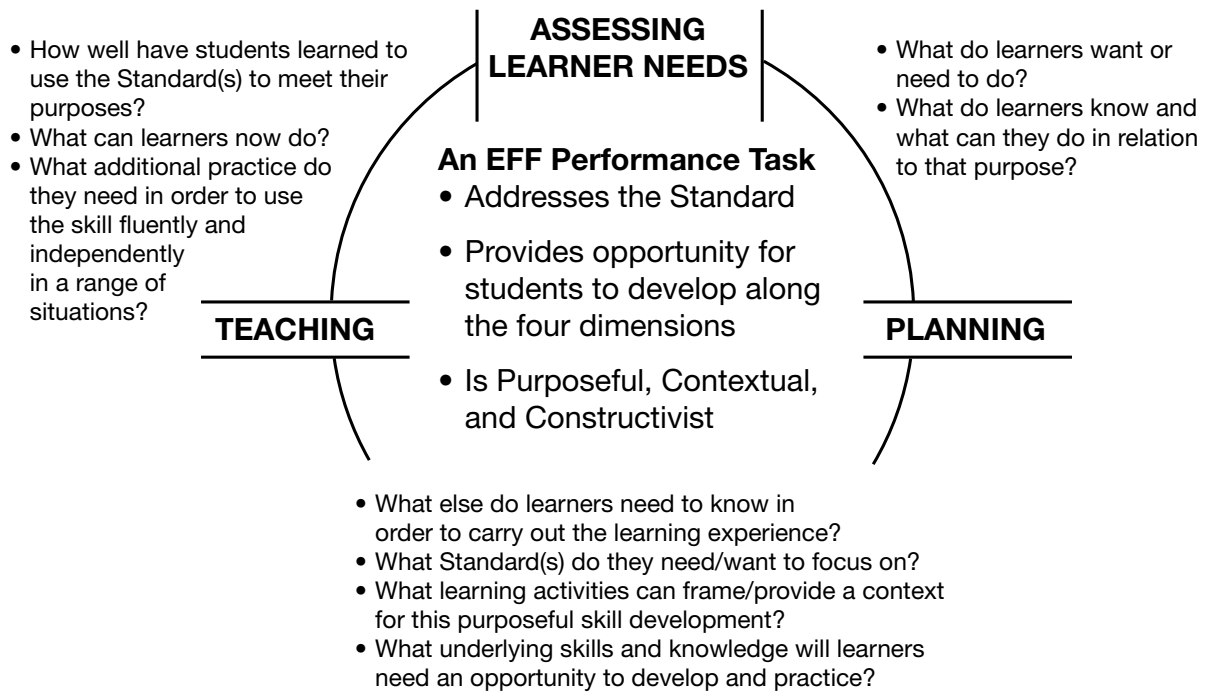
Documenting Adult Learner Performance Against EFF Standards

| Dimensions | 0-5 | 6-10 | 11-15 | 16-20 | 21-30 | 31-40 |
|--|-----|--|-------|--|---|--|
| PERFORMANCE: • How often do learners generate their own strategies to complete task? | | Depends upon outside structures, approaches, clarification, strong guidance | | Depends upon outside structures, approaches, clarification, strong guidance | Needs significant structures, approaches, clarification, guidance | Needs structures, approaches, clarification, guidance |
| RANGE: 1. What kinds of tasks did learners carry out? • How complex is the task? | | Simple, one-step, well defined and highly structured, requiring limited prediction or judgment | | Simple, finite but can be more than one step, well-defined and highly structured, requiring limited prediction or judgment | Simple, more than one step, well defined and highly structured, requiring some prediction or judgment | Multi-step, requiring integration of more than one skill; definition and structure provided; requires some prediction and judgment |
| • How many different kinds of tasks can learners perform? | | Single task | | Single task | More than one task | More than one task |
| 2. In what contexts can learners perform? • In what kinds of contexts? | | Familiar | | Familiar | Familiar | Some familiar and some novel |
| • In how many different situations can learners perform? | | Single situation | | Single situation | More than one situation | More than one situation, indicating some "near" skill transfer, i.e., into similar situations |

Documenting Adult Learner Performance Against EFF Standards

| Dimensions | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-100 |
|--|--|--|---|--|--|---|
| PERFORMANCE: • How often do learners generate their own strategies to complete task? | Needs limited structures and guidance; can generate some strategies on own | Needs limited structures and guidance; can generate strategies on own | Needs limited structures and guidance; can generate strategies on own | Can generate strategies on own; shows some ability to be adaptive and flexible in problem-solving | Generates multiple strategies on own without need of structure or guidance; can choose best option; adaptive and flexible in problem-solving | Generates multiple strategies including consultation with outside sources of information; approaches tasks without need of structure or guidance; can explain tasks to others and offer guidance; can choose and justify the most appropriate approach; highly adaptive and flexible in problem solving |
| RANGE: 1. What kinds of tasks did learners carry out? • How complex is the task? | Multi-step, requiring integration of skills and prior knowledge; some definition and structure provided; requires some prediction and judgment | Multi-step, requiring integration of many skills and prior knowledge; little definition and structure provided; requires prediction and judgment | Multi-step, requiring integration of skills and prior knowledge; little definition or structure; requires prediction and judgment | Multi-step, requiring integration of skills and prior knowledge; no obvious definition or structure provided; requires prediction and judgment | Complex tasks featuring multiple, integrated steps and requiring frequent prediction and judgment | Complex tasks with multiple, integrated steps; self-initiated/ self-defined tasks requiring frequent prediction and judgment |
| • How many different kinds of tasks can learners perform? | Multiple tasks | Multiple tasks | Multiple tasks | Large number of tasks | Large number of tasks | Wide range and variety of tasks |
| 2. In what contexts can learners perform? • In what kinds of contexts? | Some familiar and some novel | Some familiar and some novel | Some familiar and some novel | Familiar and novel | Little distinction in performance between familiar and novel | Little distinction in performance between familiar and novel |
| • In how many different situations can learners perform? | Multiple situations, indicating some "near" skill transfer, i.e., into similar situations | Multiple situations, indicating some skill transfer into similar and some novel situations | Multiple situations, indicating some skill transfer into similar and some novel situations | Multiple situations, with consistent transfer to "near" and novel situations | Systematic transfer across a large range of "near" and "far" (i.e., novel, difficult, complex) contexts | Systematic "near" and "far" transfer of skill across multiple, varied, complex environments |

Teaching and Learning With EFF Standards



Template: Analysis of Performance Task Requiring Effective Use of an EFF Standard

| EFF Standard: | | Components of Performance: | | | | |
|--|---|---|--|--|--|--|
| Dimensions | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 |
| COMPLEXITY: 1. How complex is the task? | Simple, one-step, well defined and highly structured; requires limited prediction or judgment | Simple, finite but can be more than one step, well defined and highly structured; requires limited prediction or judgment | Simple, more than one step, well defined and highly structured; requires some prediction or judgment | Multi-step task requiring integration of more than one skill; definition/structure provided; requires some prediction and judgment | Multi-step task requiring integration of skills and prior knowledge; some definition/structure provided; requires some prediction and judgment | Multi-step task requiring integration of many skills and prior knowledge; little definition/structure provided; requires prediction and judgment |
| CONTEXTS: In what context(s) will the task be performed? 1. How familiar is the context? | Familiar | Familiar | Familiar | Some familiar and some unfamiliar | Some familiar and some unfamiliar | Some familiar and some unfamiliar |
| 2. In how many different situations will the task be performed? | Single environment | Single environment | More than one environment | More than one environment, indicating some transfer of skill | More than one environment, indicating some transfer of skill | More than one environment, indicating some transfer of skill |
| KNOWLEDGE BASE: What will learners need to know to perform this task? 1. What vocabulary related to the skill? related to the subject area? | Simple vocabulary | Simple vocabulary; with some multisyllabic words | Growing vocabulary, with a good store of multisyllabic nontechnical words | Moderate store of vocabulary, including some unfamiliar and technical | Moderate store of vocabulary, including some unfamiliar and technical | Good store of vocabulary, including some unfamiliar and technical |

Analysis of Performance Task Requiring Effective Use of and EFF Standard

| Dimensions | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 |
|---|--|---|--|---|---|--|
| KNOWLEDGE BASE: | | | | | | |
| 2. What content knowledge related to the skill? Related to the subject area? | Minimal familiarity with content-related facts, operations, concepts, rules, protocols, and/or practices | Familiarity with a small store of content-related facts, operations, concepts, rules, protocols, and/or practices | Familiarity with a good enough store of facts, operations, concepts, rules, protocols and/or practices to carry out the task | Familiarity with a good enough store of facts, operations, concepts, rules, protocols and/or practices to carry out the task | Familiarity with a good enough store of facts, operations, concepts, rules, protocols and/or practices to carry out the task | Familiarity with a range of facts, operations, concepts, rules, protocols and/or practices, beyond the requirements of the task |
| 3. What strategies for organizing and applying content knowledge? | | Only a small number of strategies; including restatement, paraphrase, and some explanation. Can use examples | Some strategies: explanation; summary; paraphrase; restatement; use of examples; initial "pattern recognition" | Some strategies, mostly simple, a few "higher order"; pattern recognition; ability to classify/categorize information; some recognition of cause and effect relationships; explanation, interpretation, translation, some generalization, inference, prediction | Range of strategies, including a few "higher order"; pattern recognition; identification of cause and effect relationships; ability to apply new facts and concepts to prior experience to create new meaning; some generalization, inference, prediction | |
| •Ability to recognize relationships or connections? | Only a small number of strategies; limited to simple recall of information | | | | | Multiple strategies, some simple and some "higher order"; pattern recognition; identification of cause and effect relationships; use of prior knowledge and application of rules/principles/etc. to solve problems; some generalization, inference, prediction |
| •Ability to create new relationships or connections? | | | | | | |
| •Ability to identify information that is important to the task/problem? | Little conscious ability to identify important information | Limited ability to identify important information | Some conscious ability to identify information that is relevant to a clearly defined purpose | Ability to recognize and restate important information for application to a clearly defined purpose | Ability to identify important information for application | |
| •Ability to understand when information or concepts apply? | Minimal understanding of when to apply information | Limited understanding of when to apply information | Some understanding of when to apply information | Good understanding of when to apply information | Good understanding of when to apply information | ability to identify new information and to self-monitor comprehension. Strong understanding of when identify important information for application |

WORKSHEETS

A. DEVELOPING A WELL-STRUCTURED PERFORMANCE TASK

Name: _____ Date: _____

Description of the task: *(Q6A and Q6B on the Reporting Form)*

What is the Standard addressed in the task? _____

| 1. What are the components of performance for this Standard? | How does the task incorporate each of the components? <i>(Q6C on the Reporting Form)</i> |
|---|--|
| <ul style="list-style-type: none"> • • • • • | |

| | | |
|---|---|---|
| 2. Describe as fully as you can the task and its requirements in relation to the following Dimensions of Performance. (Q7, Reporting Form) Use the Task Template for guidance. | | Using the Task Template, assign a rating to the description. |
| Complexity of the task: | | |
| Context in which task will take place: | | |
| Knowledge required for the task: 1. vocabulary a. related to the Standard b. related to the task/ content area 2. content knowledge a. related to the Standard b. related to the task/ content area 3. strategies for organizing and applying content knowledge a. skill application strategies b. cognitive/ metacognitive strategies | 1a. 1b. 2a. 2b. 3a 3b. | 1. 2. 3. |
| 3. Using the Task Template and the individual ratings given above, assign a rating to the overall task, within a five-point range. (Q8, Reporting Form) | | |

4. Explain your reasons for rating the task at this point on the continuum, including the weighting (if any) of specific dimensions. (Q8, Reporting Form)

5. Review the construction of the task. Indicate how the task

- sufficiently focuses on the targeted Standard and its Components of Performance so that performance can be rated:

- represents one instance of a meaningful, real-world use of the Standard:

- has immediate use or high transfer value for learner(s):

- is defined specifically enough so that the knowledge base requirements are clear:

- identifies what evidence you will look at to see how well the Standard was used to carry out the task:

64

Student Documentation Form for EFF Standards

Your Name _____ EFF Standard _____ Date _____

PERFORMANCE TASK _____ Common Activity _____

| What knowledge does the task require? | What do you know? | How well can you perform? | How do you know? |
|---------------------------------------|-------------------|---------------------------|------------------|
| • Vocabulary | | | |
| • Content | | | |
| • Strategies | | | |

Equipped for the Future Standards

What do you know?

1. Do you have vocabulary
 - related to the skill?
 - related to the subject area?
2. Do you have content knowledge
 - related to the skill?
 - related to the subject area?
3. Do you have strategies for organizing and applying content knowledge?
 - related to the Standard?
 - related to the task content area?

How well can you perform?

1. How fluently can you perform?
 - How much effort is required?
 - How hard is it to start and finish the work?
 - How well do you handle problems that come up?
2. How independently can you perform?
 - How much help do I need from others?
 - Can I get started on my own?
 - How well can I figure out what to do on my own?

How do you know?

1. What evidence do you have of what you know? of how well you can perform?
 - Has someone observed you?
 - Is there a record of the evidence? (an audio or video tape, teacher's observation notes)
 - Do you have work that you have produced? Journal entries, papers, computer work, notes, anything that you have done while working on this task.

Teacher Observation Form

Student _____ EFF Standard _____ Date _____

PERFORMANCE TASK _____ Common Activity _____ Teacher _____

| What knowledge does the task require? | What do learners know? | How well can learners perform? | How do you know? |
|---------------------------------------|------------------------|--------------------------------|------------------|
| • Vocabulary | | | |
| • Content Knowledge | | | |
| • Strategies | | | |

Observing EFF Performance Tasks

| What do learners know? | How well can learners perform? | How do you know? |
|--|--|--|
| <ol style="list-style-type: none"> 1. Do learners have vocabulary <ul style="list-style-type: none"> • related to the skill? • related to the subject area? 2. Do learners have content knowledge <ul style="list-style-type: none"> • related to the skill? • related to the subject area? 3. Do learners have strategies for organizing and applying content knowledge <ul style="list-style-type: none"> • related to the standard? • related to the task content area? | <ol style="list-style-type: none"> 1. How fluently can learners perform? <ul style="list-style-type: none"> • How much effort is required? • How consistently do learners start and finish, getting to the desired outcome? • How well are barriers controlled or overcome? 2. How independently can learners perform? <ul style="list-style-type: none"> • How much help is needed from others? • How much initiative is shown in getting started? • How often do learners generate their own strategies to complete tasks? | <ol style="list-style-type: none"> 1. What evidence do you have of what learners know? of how well they perform? <ul style="list-style-type: none"> • What did you observe? • Is there corroborating evidence? (e.g., someone else's observations or report) • Is there a record of the evidence? (an audio or video tape, your observation notes) • Are there any artifacts? (student work, products) • Have you created any rubrics or other forms to collect and/or rate performance? <p><i>Please attach any evidence of performance.</i></p> |